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ABSTRACT

This publication supports revision of the certification and standards for Missouri Adult Vocational Education Supervisors (AVESs). Section I discusses the need for revising the current State Board of Education approved certification requirements. Section II sets forth the relationship between proposed revisions and their application by institutions involved in preparing individuals for certification as an AVES. It explains the intent of the recommended certification changes for an AVES. Section III is a competency listing that denotes the minimum expected to be licensed to supervise adult vocational education programs. A crosswalk table in Section IV shows the correlation between the state standards and the competencies, intending to clarify Missouri's 10 performance standards and their respective indicators in Missouri Standards for Teacher Education Programs (MOSTEP). The competency listing, also crosswalked to the Department of Elementary and Secondary Education's (DESE) 1998-2001 Strategic Plan, Issues, and Goals, denotes the common ground between DESE goals and Missouri's AVESs. A crosswalk table in Section V shows the correlation between national standards and the competencies. Appendixes include requirements of Missouri AVES certificate; MOSTEP; DESE 1998-2001 Strategic Plan; Interstate School Leaders Licensure Consortium Standards; DACUM (Developing a Curriculum) research chart for adult vocational administrator; administrator competency study results; a process chart for AVES certification and standards revisions; lists of schools receiving and responding to the survey to determine certification competencies for AVES; and the vocational certification revision committee. (YLB)

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ED 425 322

REQUEST FOR
CERTIFICATION AND STANDARDS REVISION
FOR
MISSOURI ADULT VOCATIONAL EDUCATION SUPERVISOR

SUBMITTED TO
Missouri Advisory Council for Certification of Educators
and
The State Board of Education

SUBMITTED BY
The Missouri Council of Vocational Administrators
and
Missouri Department of Elementary and Secondary Education
Division of Vocational and Adult Education

PREPARED BY
MooreTEC, Inc.

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October 1998

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J. Vocational Certification Revision Committee

Section I

RATIONALE FOR THE REVISION OF ADULT VOCATIONAL EDUCATION SUPERVISOR CERTIFICATION REQUIREMENTS

Purpose: This paper discusses the need for revising the current State Board of Education approved certification requirements for Adult Vocational Education Supervisor. The changing nature of society with the shift to a post-industrial society, the increasing reliance on technology, and a growing concentration of market-based solutions to social needs, pose significant new challenges for education. These challenges require new types of adult instruction and leadership in schools.

Purpose: A collaborative effort between the State Board of Education, the Missouri legislature, and the Department of Elementary and Secondary Education (DESE) is transitioning educational leadership training from course-based to competency-based education through certification revisions. The intended goal is to raise the quality and strengthen the educational profession in Missouri.

Certification competencies for Missouri adult supervisor training were identified and validated (*Section III*). The competencies were crosswalked to state standards in order to support instruction. The crosswalk table in *Section IV* presents the correlation between state standards and the certification competencies, intending to clarify Missouri's10 performance standards and their respective indicators in *Missouri Standards for Teacher Education Programs (MOSTEP)*. The competency listing, also crosswalked DESE's *1998-2001 Strategic Plan, Issues and Goals*, denotes the collaborative effort between the goals of DESE and the Governor's goals to improve education in Missouri.

Another reason for revising certification requirements is to further coordinate with national efforts to strengthen the profession of educational leadership, such as the efforts coordinated by the Interstate School Leaders Licensure Consortium (ISLLC), of which Missouri is a member state. ISLLC has developed standards and performance assessments for school leaders; therefore, the crosswalk in *Section V* shows the relationship between ISLLC knowledge standards and Missouri competencies identified for the adult supervisor certificate. The entire revision process is reflected in Appendix G, which shows activities undertaken by the Missouri Council of Vocational Administrators (MCVA) Vocational Certification Revision Committee, including when the crosswalks were reviewed and approved for forwarding to MACCE.

In addition, revisions to the certification requirements align the adult vocational education supervisor certification with other Missouri certification formats, such as:

* Professional Certificate I (PC I) for three years.
* Professional Certificate II (PC II) for seven years.
* Continuous Professional Certificate (CPC) for 10 years.
* Renewal of Continuous Professional Certificate (CPC) for 10 years.

Section II

INTERPRETATIVE PAPER FOR ADULT VOCATIONAL EDUCATION SUPERVISOR CERTIFICATION REQUIREMENTS

Introduction: This paper sets forth the relationship between the proposed certification and standard revisions and their application by the institutions involved in preparing an individual for certification as an Adult Vocational Education Supervisor.

Purpose: The purpose of this paper is to explain the intent of the recommended certification changes for an Adult Vocational Education Supervisor, which appear in *Requirements for Adult Vocational Education Supervisor Certificate*, Appendix A.

Issues:

1. **Relationship of competencies and areas of study/content.** The competencies required to obtain certification as an Adult Vocational Education Supervisor have been specified through a survey utilizing national administrator competency lists. This was undertaken by a state advisory committee of professionals from the field, the Missouri Council of Vocational Administrators, Vocational Certification Revision Committee. The committee listing appears in Appendix J. To identify the certification competencies, the following groups have worked cooperatively under the direction of the Missouri Council of Vocational Administrators (MCVA) and under the auspices of the Department of Elementary and Secondary Education (DESE):
   - ★ Administrators of Vocational Education Programs
   - ★ Supervisors of Adult Vocational Education Programs
   - ★ Teacher Educators

   The *Competency Listing for Adult Vocational Education Supervisor* appears in *Section III* of this document. The competencies, grouped by 13 duty bands included in this document, reflect a list of comprehensive tasks necessary to accomplish the responsibilities required of the individual in the position of Adult Vocational Education Supervisor in Missouri. These competencies are focused on the greatest need of adult vocational education program supervisors. The 13 duty bands are:

   A. Program Planning and Development, Evaluation, and Improvement
   B. Curriculum and Instructional Management
   C. Student Services
   D. Personnel Management
   E. Business and Financial Management
   F. Facilities and Equipment Management
   G. Professional and Staff Development
   H. Resource Development (Financial and Other)
   I. Marketing Vocational-Technical Education
   J. Public Relations
   K. Economic Development
   L. Adult Education
   M. Leadership for Special Needs

These competencies have been crosswalked to two Missouri education performance standards and indicators and appear in *Section IV* of this document:

A. *Missouri standards for teacher education programs* (1997). Jefferson City, MO: Missouri Department of Elementary and Secondary Education. (Known as MOSTEP standards).

B. *DESE 1998-2001 strategic plan, issues and goals* (1998). Jefferson City, MO: Missouri Department of Elementary and Secondary Education.

These competencies have also been crosswalked to two national competency lists and appear in *Section V* of this document:

A. *DACUM research chart for adult vocational administrator for postsecondary adult vocational* education (1995). Columbus, OH: The Center on Education and Training for Employment, Ohio State University.

B. *Administrator competency study: A national identification and verification of the competencies* important *to secondary and postsecondary administrators of vocational and technical education* (1987). Columbus, OH: The Center on Education and Training for Employment, Ohio State University.

In addition, these competencies have been crosswalked to the knowledge standards adopted by Missouri from Interstate School Leaders Licensure Consortium (ISLLC), and utilized by the Leadership Academy as the knowledge standards in the assessment center process. These competencies appear in *Section V* of this document

A. Standards for school leaders (1996). Washington, D.C.: Interstate School Leaders Licensure Consortium, Council of Chief State School Officers.

The state and national competencies, standards, and performance indicators provide the framework for developing the competencies required for certification as an adult vocational education supervisor.

2. **Date of Inception.** Individuals pursuing the Adult Vocational Education Supervisor certificate after September 1, 2000, would complete the certification process under these revised certification requirements.

3. **Professional Certificate I (PC I).** An adult vocational education supervisor certificate, valid for a period of **three years** from the effective date on the certificate, will be issued to those persons meeting the following requirements:

A. A minimum of two years of full-time work experience other than teaching.

B. Completion of a minimum of a bachelor's degree from an accredited institution.

C. For advancement to the Professional Certificate II (PC II), persons must complete the Individual Professional Development Plan (IPDP), which was submitted to their immediate supervisor and then to the Department of Elementary and Secondary Education for approval. The IPDP will include the following:

1) Successful completion of the competencies identified for the certificate within the three-year time period.

4. **Professional Certificate II (PC II).** The adult vocational education supervisor certificate, valid for a period of **seven years**, may be renewed (unlimited renewals) by persons completing the Individual Professional Development Plan (IPDP), which was submitted to their immediate supervisor and then to the Department of Elementary and Secondary Education for approval. The IPDP should include at least **three** of the following:

A. Annual membership in the state and national vocational school administrators' professional organizations, including participation in at least five annual state and/or national meetings of professional adult and/or vocational education organizations.[1]

B. Participation in workshops and/or seminars on adult or vocational administration, instructional leadership activities, or curriculum development totaling at least 20 clock hours. Credit workshop and seminars counted under item D below cannot be included.

C. Participation in at least one accreditation-evaluation of schools by the North Central Association or the Missouri Department of Elementary and Secondary Education evaluation teams.

D. Completion of graduate-level college coursework of at least two semester hours in areas related to adult vocational education.

5. **Continuous Professional Certificate (CPC).** The adult vocational education supervisor certificate will be issued for a period of **10 years** to persons completing the Individual Professional Development Plan, which was submitted to their immediate supervisor and then to the Department of Elementary and Secondary Education for approval. The IPDP will include all of the following:

A. Annual membership in the state and national vocational school administrators' professional organizations, including participation in at least eight annual state and/or national meetings of professional adult and/or vocational education organizations.[1]

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[1] For the purpose of this requirement, "annual" membership shall mean each year that the current certificate was valid. The state vocational administrators' organization means the Missouri Council of Vocational Administrators (MCVA). The national vocational administrators' organization means the National Council of Local Administrators (NCLA).

B. Participation in workshops and/or seminars on adult or vocational administration, instructional leadership activities, or curriculum development totaling at least 30 clock hours. Credit workshop and seminars counted under item D below cannot be included.

C. Participation in at least one accreditation-evaluation of schools by the North Central Association or the Missouri Department of Elementary and Secondary Education evaluation teams.

D. Completion of an advanced degree.

6. **Renewal of Continuous Professional Certificate (CPC).** The adult vocational education supervisor certificate will be issued for a period of **10 years** to persons completing the Individual Professional Development Plan (IPDP), which was submitted to their immediate supervisor and then to the Department of Elementary and Secondary Education for approval. The IPDP will include all of the following:

A. Annual membership in the state and national vocational school administrators' professional organization, including participation in at least eight annual state and/or national meetings of professional adult and/or vocational education organizations.

B. Participation in workshops and/or seminars on adult or vocational administration, instructional leadership activities, or curriculum development totaling at least 30 clock hours.

C. Participation in at least one accreditation-evaluation of schools by the North Central Association or the Missouri Department of Elementary and Secondary Education evaluation teams.

7. **Higher Education Institutions.** Higher education institutions wishing to obtain SBE approval for programs preparing certified personnel will provide instruction utilizing the competencies listed in *Section III* of this document.

Section III

COMPETENCY LISTING FOR ADULT VOCATIONAL EDUCATION SUPERVISOR

The beginning adult vocational education supervisor will demonstrate a knowledge of the competencies listed in this section to the satisfaction of the recognized State Board of Education approval authority.

A. Program Planning and Development, Evaluation, and Improvement

1. Implement local board and administration policies
2. Recommend program policies to the administration and board
3. Determine program feasibility
4. Utilize advisory committee
5. Prepare new course proposal
6. Develop long-range plans
7. Develop a program effectiveness and evaluation plan
8. Review licensure, accreditation, and certification requirements
9. Assist staff in establishing program goals, objectives, and need prioritization

B. Curriculum and Instructional Management

1. Comply with legal requirements and regulations
2. Seek curriculum and instructional assistance from business and industry
3. Establish curriculum development and review procedures
4. Evaluate curriculum and instructional delivery methods
5. Establish program admission requirements

C. Student Services

1. Comply with applicable federal and state statutes and regulations regarding students
2. Provide for student discipline
3. Assist in development of student handbook
4. Develop and maintain student records
5. Provide support services for special populations
6. Provide comprehensive program of guidance and counseling services
7. Coordinate financial aid and scholarships

D. Personnel Management

1. Establish and maintain open communication with personnel
2. Recruit, select, and recommend personnel for employment
3. Supervise and evaluate faculty and staff
4. Comply with applicable local, state, and federal regulations, policies, and procedures

5. Orient new personnel to institutional and district operations
6. Develop institutional personnel handbooks

E. Business and Financial Management

1. Monitor financial revenues and expenditures
2. Comply with legal requirements for auditing and reporting for all funding sources
3. Develop operational and capital budgets to support goals, objectives, and needs for all levels of program responsibilities
4. Comply with legal requirements for purchasing and disposal, including bid specifications, etc.

F. Facilities and Equipment Management

1. Comply with health, safety, and ADA requirements
2. Establish and monitor procedures for facility and equipment rental

G. Professional and Staff Development

1. Participate in professional organizations, meetings, and programs for self-development
2. Encourage participation in professional and other technical related organizations for training and development
3. Comply with state and local requirements regarding professional development

H. Resource Development (Financial and Other)

1. Develop partnership with business, industry, and labor
2. Identify alternative application requirements and submission approval procedures (e.g., financial and other)
3. Correlate resource acquisition with program goals, objectives, and needs

I. Marketing Vocational-Technical Education

1. Develop a student recruitment and marketing plan plus accompanying guidelines utilizing all resources available (e.g., special events, promotional material, target groups)
2. Determine effectiveness of marketing plan

J. Public Relations

1. Seek out and make use of all opportunities to create a positive image for vocational education
2. Give public recognition to supporters of vocational education and student/staff achievements
3. Comply with Freedom of Information and Privacy Acts
4. Serve on internal/external boards, councils, and committees

5. Participate in civic and professional groups
6. Identify and work with community leaders

K. Economic Development

1. Develop institution as a local economic development resource, including technical assistance, customized training, etc.

L. Adult Education

1. Orient new teachers to the characteristics, interests, abilities, and educational needs of adults
2. Utilize effective methods and techniques in planning, conducting, and evaluating adult education programs
3. Organize and operate comprehensive adult vocational education programs

M. Leadership for Special Needs

1. Establish internal and external public relations efforts to develop positive attitudes toward the vocational special needs program and students
2. Promote open communications and team work between coordinators, counselors, faculty, staff, and parents providing the components of student IEPs
3. Ensure that facility is barrier free
4. Provide resources for appropriate curriculum and equipment modification to meet the special needs of students
5. Assign adequate numbers of qualified staff and resources to meet the needs of students with special needs
6. Monitor and review all special needs program components on an ongoing basis
7. Maintain and provide security for records

Section IV

COMPETENCY LISTING FOR ADULT VOCATIONAL EDUCATION SUPERVISOR CROSSWALKED TO MISSOURI STATE STANDARDS

Introduction

To assure that the certification competencies identified for this certificate have as a strong foundation the profession's best knowledge and practices for supervisors of adult vocational education programs, national competencies were utilized in the development of the certification competency survey. The competencies are broadly stated with the intent that teacher preparation institutions will determine the breadth and depth of material for meeting the competencies. The competency listing denotes the minimum expected in order to be licensed to supervise adult vocational education programs in Missouri.

The crosswalk table in this section presents a picture of the correlation between state standards and the competencies, intending to clarify Missouri's 10 performance standards and their respective indicators in *Missouri Standards for Teacher Education Programs (MOSTEP)*. The competency listing, also crosswalked to the Department of Elementary and Secondary Education's *1998-2001 Strategic Plan, Issues and Goals*, denotes the common ground between the goals of DESE and Missouri's supervisors of adult vocational education programs. The entire revision process is reflected in Appendix G, which shows activities undertaken by the Missouri Council of Vocational Administrators (MCVA) Vocational Certification Revision Committee, including when the crosswalks were reviewed and approved for forwarding to MACCE.

Development Resources

The Adult Vocational Education Supervisor Competencies have been crosswalked to the following state professional standards.

Missouri standards for teacher education programs (MOSTEP) (1997). Jefferson City, MO: Missouri Department of Elementary and Secondary Education. (http://services.dese.state.mo.us/divurbteached/teachcert/certreq.html) These professional standards, hereafter referred to as *MOSTEP*, are abbreviated as:

3.1 = Standard #3, performance indicator 1

DESE 1998-2001 strategic plan, issues and goals (1998). Jefferson City, MO: Missouri Department of Elementary and Secondary Education. The DESE issues and goals, hereafter referred to as DESE Strategic Plan, are abbreviated as:

III.1 = Issue #3, goal 1

State Crosswalk:
Competencies Required for Certification as an Adult Vocational Education Supervisor

Competencies	State Standards	
	MOSTEP	DESE Strategic Plan
A. Program Planning and Development, Evaluation, and Improvement		
1. Implement local board and administration policies	7.1, 7.4, 10.4	
2. Recommend program policies to the administration and board	1.2, 7.1, 7.4, 9.1, 10.4	
3. Determine program feasibility	6.2, 9.1	
4. Utilize advisory committee	7.1, 9.2, 10.4	
5. Prepare new course proposal	7.1	
6. Develop long-range plans	4.3	
7. Develop a program effectiveness and evaluation plan	3.2	VI-4
8. Review licensure, accreditation, and certification requirements	10.1	II-3
9. Assist staff in establishing program goals, objectives, and need prioritization	4.3, 7.1	
B. Curriculum and Instructional Management		
1. Comply with legal requirements and regulations	10.1	
2. Seek curriculum and instructional assistance from business and industry	3.4, 10.3, 10.4	VII-3
3. Establish curriculum development and review procedures		
4. Evaluate curriculum and instructional delivery methods	8.1, 9.1	
5. Establish program admission requirements	9.3	

Competencies	State Standards	
	MOSTEP	DESE Strategic Plan
C. Student Services		
1. Comply with applicable federal and state statutes and regulations regarding students	9.3	
2. Provide for student discipline	2.3, 6.1	
3. Assist in development of student handbook	9.3	
4. Develop and maintain student records	9.3	
5. Provide support services for special populations	2.1, 3.3	VII-1, 2, 3
6. Provide comprehensive program of guidance and counseling services	3.3, 10.4	I-1d
7. Coordinate financial aid and scholarships	3.3	
D. Personnel Management		
1. Establish and maintain open communication with personnel	7.1	VI-2
2. Recruit, select, and recommend personnel for employment	7.1	II-2
3. Supervise and evaluate faculty and staff	7.1	
4. Comply with applicable local, state, and federal regulations, policies, and procedures	9.3	
5. Orient new personnel to institutional and district operations	7.1	II-1
6. Develop institutional personnel handbooks	9.3	
E. Business and Financial Management		
1. Monitor financial revenues and expenditures	7.1	
2. Comply with legal requirements for auditing and reporting for all funding sources	9.3	

Competencies	State Standards	
	MOSTEP	DESE Strategic Plan
3. Develop operational and capital budgets to support goals, objectives, and needs for all levels of program responsibilities	9.3	I-1d
4. Comply with legal requirements for purchasing and disposal, including bid specifications, etc.	9.3	
F. Facilities and Equipment Management		
1. Comply with health, safety, and ADA requirements	9.3	
2. Establish and monitor procedures for facility and equipment rental	6.1, 7.1, 9.3	
G. Professional and Staff Development		
1. Participate in professional organizations, meetings, and programs for self-development	7.1, 9.1, 9.2, 9.3	II-3
2. Encourage participation in professional and other technical related organizations for training and development	7.1, 9.1, 9.2, 9.3	II-2, 3, VI-2
3. Comply with state and local requirements regarding professional development	7.1, 9.1, 9.2, 9.3	
H. Resource Development (Financial and Other)		
1. Develop partnership with business, industry, and labor	3.4, 7.1, 7.4, 9.3, 10.4	VII-3
2. Identify alternative application requirements and submission approval procedures (e.g., financial and other)	3.4, 7.1, 7.4, 9.3, 10.4	
3. Correlate resource acquisition with program goals, objectives, and needs	3.4, 7.1, 7.4, 9.3, 10.4	V-1
I. Marketing Vocational-Technical Education		
1. Develop a student recruitment and marketing plan plus accompanying guidelines utilizing all resources available (e.g., special events, promotional material, target groups)	2.4, 3.4, 6.1, 7.1, 7.2, 7.4, 9.1, 9.3	
2. Determine effectiveness of marketing plan		

Competencies	State Standards	
	MOSTEP	DESE Strategic Plan
J. Public Relations		
1. Seek out and make use of all opportunities to create a positive image for vocational education	7.1, 7.4, 10.1	
2. Give public recognition to supporters of vocational education and student/staff achievements	7.1, 7.4	IV-5
3. Comply with Freedom of Information and Privacy Acts	9.3	
4. Serve on internal/external boards, councils, and committees	7.1, 10.4	IV-5
5. Participate in civic and professional groups	7.1	
6. Identify and work with community leaders	3.4, 7.1, 9.2, 9.3, 10.4	
K. Economic Development		
1. Develop institution as a local economic development resource, including technical assistance, customized training, etc.	9.2, 9.3, 10.4	IV-3
L. Adult Education		
1. Orient new teachers to the characteristics, interests, abilities, and educational needs of adults	3.1, 6.1, 7.1, 9.1, 9.3	I-2
2. Utilize effective methods and techniques in planning, conducting, and evaluating adult education programs	3.2, 4.1, 4.2, 4.3, 8.1, 9.1, 9.3	I-1d
3. Organize and operate comprehensive adult vocational education programs	Inclusive of all 10 standards	

Competencies	State Standards	
	MOSTEP	DESE Strategic Plan
M. Leadership for Special Needs		
1. Establish internal and external public relations efforts to develop positive attitudes toward the vocational special needs program and students	7.1, 7.2, 7.4, 10.1, 10.4	II-3, IV-3, IV-5, VII-3
2. Promote open communications and team work between coordinators, counselors, faculty, staff, and parents providing the components of student IEPs	7.1, 7.2, 7.4, 9.1, 10.1, 10.3	I-4, III-4, VI-2
3. Ensure that facility is barrier free	3.3	V-1
4. Provide resources for appropriate curriculum and equipment modification to meet the special needs of students	3.1, 3.3, 4.2	I-1a, I-1d, V-1
5. Assign adequate numbers of qualified staff and resources to meet the needs of students with special needs	2.1, 2.4, 3.3, 6.1, 7.1, 9.1, 9.3, 10.4	I-1a, I-1d, II-1, II-2, V-1, VII-1, VII-3, VIII-2
6. Monitor and review all special needs program components on an ongoing basis	3.1, 4.3, 6.2, 9.3, 10.4	I-1d, VI-5, VII-1
7. Maintain and provide security for records	8.4, 9.3	

Section V

COMPETENCY LISTING FOR ADULT VOCATIONAL EDUCATION SUPERVISOR CROSSWALKED TO NATIONAL COMPETENCIES

Introduction

To assure that the certification competencies identified for this certificate have as a strong foundation the profession's best knowledge and practices for the Missouri supervisor of adult vocational education programs, national competencies were utilized in the development of the certification competency survey. The competencies are broadly stated with the intent that teacher preparation institutions will determine the breadth and depth of material for meeting the competencies. The competency listing denotes the minimum expected in order to be licensed to supervise adult vocational education programs in Missouri.

The crosswalk table in this section presents a picture of the correlation between national standards and the competencies included in the proposed certification and standards revisions for the Missouri supervisor of adult vocational education programs. The entire revision process is reflected in Appendix G, which shows activities undertaken by the Missouri Council of Vocational Administrators (MCVA) Vocational Certification Revision Committee, including when the crosswalks were reviewed and approved for forwarding to MACCE.

Development Resources

The Adult Vocational Education Supervisor Competencies have been crosswalked to the following national standards and national professional competency listings.

Standards for school leaders (1996). Washington, D.C.: Interstate School Leaders Licensure Consortium (ISLLC), Council of Chief State School Officers. (http://www.ccsso.org/index.html) The Knowledge Standards, utilized by the Administrator Assessment Center, hereafter referred to as ISLLC, are abbreviated as:

3.1 = Standard #3, performance indicator 1

Note: *ISLLC standards 2.11 and 5.2 are inclusive for all competencies in the crosswalk.*

DACUM research chart for adult vocational administrator for postsecondary adult vocational education (1995). Columbus, OH: The Center on Education and Training for Employment, Ohio State University. The DACUM Research Chart for Adult Vocational Administrator, hereafter referred to as AVA, is abbreviated as:

A-2 = Duty Band A, competency 2

Administrator competency study: A national identification and verification of the competencies important to secondary and postsecondary administrators of vocational and technical education (1987). Columbus, OH: The Center on Education and Training for Employment, Ohio State University. The Administrator Competency Study competencies, hereafter referred to as ACS, are abbreviated as:

B6 = Duty Band B, competency 6

National Crosswalk:
Competencies Required for Certification as an Adult Vocational Education Supervisor

Competencies	National Competencies		
	ISLLC	AVA	ACS
A. Program Planning and Development, Evaluation, and Improvement			
1. Implement local board and administration policies	1.3, 1.6, 2.9, 3.1, 3.2, 4.2, 5.1, 5.3, 6.1, 6.4, 6.5, 6.6	A-2	A27
2. Recommend program policies to the administration and board	1.3, 1.4, 1.5, 2.9, 3.1, 3.2, 5.1, 6.1, 6.4, 6.5, 6.6, 6.7, 6.8	A-1, A-3	A15, A26
3. Determine program feasibility	1.4, 2.9, 5.1, 6.2, 6.8	B-4, B-7, B-8, B-10, B-19, B-22	A5, A13, A20
4. Utilize advisory committee	1.5, 1.6, 3.1, 4.3, 6.4, 6.5, 6.8	B-3, B-4	A6, A7
5. Prepare new course proposal	1.5, 2.9, 5.1, 6.2, 6.6	B-5, B-7	A14, B8
6. Develop long-range plans	1.2, 1.4, 2.9, 4.1, 4.2, 5.1, 5.3, 5.5, 6.2, 6.6	A-4, A-5, B-22, C-1, E-2, H-1	A24, A25
7. Develop a program effectiveness and evaluation plan	1.2, 1.4, 2.5, 2.6, 5.1, 5.3, 6.6, 6.8	A-7, B-4, B-19, B-22	A17, A18, A22
8. Review licensure, accreditation, and certification requirements	1.4, 3.1, 6.4, 6.5, 6.6	B-6, D-3	A10
9. Assist staff in establishing program goals, objectives, and need prioritization	1.1, 1.3, 1.5, 1.6, 3.4, 4.2, 5.1, 5.3, 5.4, 6.1, 6.6	A-3, B-1, D-9	A8

Competencies	National Competencies		
	ISLLC	AVA	ACS
B. Curriculum and Instructional Management			
1. Comply with legal requirements and regulations	1.4, 3.7, 4.1, 6.3, 6.6, 6.7	A-5, F-13	B2
2. Seek curriculum and instructional assistance from business and industry	1.5, 2.4, 2.9, 3.1, 4.3, 5.1, 6.4, 6.5, 6.6	B-4, B-5, B-8	B18
3. Establish curriculum development and review procedures	1.5, 2.4, 2.7, 3.2, 5.1, 6.6, 6.8	B-5	B1, B2, B3, B4, B5, B6, B7
4. Evaluate curriculum and instructional delivery methods	2.4, 2.5, 2.6, 3.2, 4.2, 5.1, 5.4, 6.8	A-7, B-5, D-7, D-9	B16, B20
5. Establish program admission requirements	1.4, 2.7, 3.2, 3.3, 3.8, 5.1, 6.4, 6.5, 6.6, 6.8	F-3, F-7, F-10	B13
C. Student Services			
1. Comply with applicable federal and state statutes and regulations regarding students	1.4, 2.7, 3.1, 3.3, 3.7, 4.1, 6.3, 6.6, 6.7, 6.8	A-5, F-1, F-2, F-13	C3
2. Provide for student discipline	1.5, 2.1, 2.2, 2.3, 3.3, 4.1, 4.2, 5.3, 6.8	F-9	C15
3. Assist in development of student handbook	1.5, 2.1, 2.9	B-14	C2
4. Develop and maintain student records	1.4, 1.5, 3.3, 3.8, 5.3, 6.8	E-4, F-11, F-12	C4
5. Provide support services for special populations	1.5, 2.1, 2.2, 2.7, 3.2, 3.4, 4.2, 5.1, 6.6, 6.8	F-2, F-7, F-13	C10
6. Provide comprehensive program of guidance and counseling services	1.4, 1.5, 2.1, 2.2, 2.3, 2.6, 2.7, 3.2, 3.4, 4.2, 5.1, 6.6, 6.8	F-1, F-2, F-3, F-4, F-5, F-6, F-7, F-8, F-10, F-13, F-16	C6, C18, C20
7. Coordinate financial aid and scholarships	1.4, 3.1, 3.2, 6.3, 6.6, 6.8	B-8, E-6, F-5	C7

Competencies	National Competencies		
	ISLLC	AVA	ACS
D. Personnel Management			
1. Establish and maintain open communication with personnel	1.5, 1.6, 2.3, 3.4, 4.1, 4.2, 5.3, 6.8	D-9	D13
2. Recruit, select, and recommend personnel for employment	1.5, 2.7, 2.9, 3.2, 3.3, 3.4, 4.2, 4.3, 5.3, 6.4, 6.5, 6.8	D-2, D-12	D6, D7, D8, D9
3. Supervise and evaluate faculty and staff	1.5, 2.5, 2.6, 2.9, 3.4, 5.4, 6.8	D-5, D-7, D-9, D-11	D12, D15
4. Comply with applicable local, state, and federal regulations, policies, and procedures	1.4, 3.2, 3.3, 3.4, 3.7, 4.1, 6.3, 6.7, 6.8	D-1, D-2, D-8, D-12	D2
5. Orient new personnel to institutional and district operations	1.5, 2.9, 3.1, 3.2, 3.4, 6.8	D-5	D14
6. Develop institutional personnel handbooks	1.4, 1.5, 2.9, 3.2, 3.4, 3.5, 3.6, 3.7, 3.8, 5.1, 5.3, 5.4, 6.3, 6.8	B-15, D-8	D3
E. Business and Financial Management			
1. Monitor financial revenues and expenditures	3.4, 3.5, 3.8	E-3, E-4, E-8, E-10	A20, E4, E9, E11
2. Comply with legal requirements for auditing and reporting for all funding sources	1.4, 3.1, 3.5, 3.7, 4.1, 6.3, 6.7	E-2, E-7, E-8, E-11, E-12	E3
3. Develop operational and capital budgets to support goals, objectives, and needs for all levels of program responsibilities	1.2, 3.5, 3.8, 6.4, 6.5, 6.8	E-1	A13, E5, E6, E17
4. Comply with legal requirements for purchasing and disposal, including bid specifications, etc.	1.4, 1.5, 3.1, 3.2, 3.5, 3.7, 4.1, 6.3, 6.7	E-3, E-10, E-12, G-4	E2, E7

Competencies	National Competencies		
	ISLLC	AVA	ACS
F. Facilities and Equipment Management			
1. Comply with health, safety, and ADA requirements	1.4, 3.2, 3.3, 3.6, 3.7, 3.8, 4.1, 6.4, 6.5, 6.6, 6.7, 6.8	9-3	C8, C16, F2
2. Establish and monitor procedures for facility and equipment rental	1.4, 1.5, 3.2, 3.3, 3.5, 3.6, 3.8, 6.4, 6.5, 6.6, 6.8	G1, G2, G3, G4, G-5, G9	F10, F14, F15
G. Professional and Staff Development			
1. Participate in professional organizations, meetings, and programs for self-development	1.3, 1.5, 2.8, 3.1, 5.1, 5.3, 5.4, 6.6	A-3, H-3	G15, G16
2. Encourage participation in professional and other technical related organizations for training and development	1.5, 1.6, 2.2, 2.3, 2.8, 2.10, 3.1, 3.4, 3.8, 4.1, 4.2, 5.1, 5.4, 6.5, 6.6	H-4, H-6, H-8	G7, G10, J7
3. Comply with state and local requirements regarding professional development	1.4, 1.5, 3.1, 3.7, 4.1, 5.1, 5.4, 6.3, 6.7, 6.8	H-1, H-2, H-4, H-5	G2
H. Resource Development (Financial and Other)			
1. Develop partnership with business, industry, and labor	1.5, 1.6, 2.3, 3.1, 3.2, 3.4, 3.7, 3.8, 4.2, 4.3, 4.4, 4.5, 5.1, 5.3, 6.4, 6.5	A-6, B-2, B-3, B-4, B-8, B-9	H10, K7
2. Identify alternative application requirements and submission approval procedures (e.g., financial and other)	1.4, 3.1, 3.2, 3.5, 3.6, 4.2, 4.3, 4.4, 4.5, 6.4, 6.5, 6.6	B-18	H4, H16
3. Correlate resource acquisition with program goals, objectives, and needs	1.2, 1.5, 3.5, 3.8, 5.1, 5.3, 6.4, 6.5, 6.6, 6.8	E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, E11, E12, E13	H5

Competencies	National Competencies		
	ISLLC	AVA	ACS
I. Marketing Vocational-Technical Education			
1. Develop a student recruitment and marketing plan plus accompanying guidelines utilizing all resources available (e.g., special events, promotional material, target groups)	1.2, 1.4, 1.5, 2.1, 2.3, 2.7, 3.1, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.4, 6.5, 6.6	C-1, C-4, C-5, C-6, C-7, C-8, C-11, C-12, C-13, C-16	A3, I1, I2, I3, I4, I5, I8, I9, I11
2. Determine effectiveness of marketing plan	4.2, 4.4, 5.3, 6.4, 6.5	C-1	I15
J. Public Relations			
1. Seek out and make use of all opportunities to create a positive image for vocational education	1.3, 1.4, 1.5, 1.6, 4.1, 4.2, 4.4, 5.1, 6.4, 6.5	C-1, C-2, C-3, C-4, C-5, C-6, C-7, C-8, C-9, C-10, C-11, C-12, C-13, C-14, C-15, C-16	I6, I7, J1
2. Give public recognition to supporters of vocational education and student/staff achievements	1.5, 2.1, 2.3, 2.7, 3.1, 3.4, 4.2, 4.4, 5.1, 5.3, 6.4, 6.5, 6.7, 6.8	F-14	D16, J14, J15
3. Comply with Freedom of Information and Privacy Acts	1.2, 1.4, 3.7, 4.1, 4.4, 6.3, 6.7	C-12, F-11, F-12	J2
4. Serve on internal/external boards, councils, and committees	1.5, 3.1, 4.1, 4.2, 4.3, 4.4, 5.1, 5.3, 6.1, 6.4, 6.5, 6.6	A-2, A-3, H-3, H7	J12
5. Participate in civic and professional groups	1.5, 3.1, 4.1, 4.2, 4.3, 4.4, 5.1, 5.4, 6.1, 6.4, 6.5, 6.6	H-3, H-7	J4, J5, J7
6. Identify and work with community leaders	1.5, 3.1, 4.1, 4.2, 4.3, 4.4, 5.1, 6.1, 6.3, 6.4, 6.5	B-3, B-4, B-8, H-7	J13

Competencies	National Competencies		
	ISLLC	AVA	ACS
K. Economic Development			
1. Develop institution as a local economic development resource, including technical assistance, customized training, etc.	1.2, 1.3, 1.4, 1.5, 2.9, 2.10, 3.1, 4.1, 4.2, 4.3, 4.4, 4.5, 6.2, 6.4, 6.5	A-7, B-1, B-2, B-9, B10, B-11, B21	A1, A2, K1, K2, K3, K11, K12
L. Adult Education			
1. Orient new teachers to the characteristics, interests, abilities, and educational needs of adults	1.5, 2.2, 2.5, 2.8, 2.9, 3.4, 4.2, 5.1, 5.3	D-5	D14
2. Utilize effective methods and techniques in planning, conducting, and evaluating adult education programs	1.4, 1.5, 1.6, 2.2, 2.5, 2.6, 2.8, 3.4, 4.2, 5.1, 5.3, 5.4, 6.2, 6.4, 6.5, 6.6, 6.8	A-7, B-19, B-22	Inclusive of all competencies A through L
3. Organize and operate comprehensive adult vocational education programs	1.4, 1.5, 1.6, 2.2, 2.5, 2.8, 3.2, 3.4, 4.2, 5.1, 5.3, 6.2, 6.4, 6.5, 6.6, 6.7	Inclusive of all competencies A through H	Inclusive of all competencies A through L
M. Leadership for Special Needs			
1. Establish internal and external public relations efforts to develop positive attitudes toward the vocational special needs program and students	7.1, 7.2, 7.4, 10.1, 10.4	II-3, IV-3, IV-5, VII-3	
2. Promote open communications and team work between coordinators, counselors, faculty, staff, and parents providing the components of student IEPs	7.1, 7.2, 7.4, 9.1, 10.1, 10.3	I-4, III-4, VI-2	
3. Ensure that facility is barrier free	3.3	V-1	

Competencies	National Competencies		
	ISLLC	AVA	ACS
4. Provide resources for appropriate curriculum and equipment modification to meet the special needs of students	3.1, 3.3, 4.2	I-1a, I-1d, V-1	
5. Assign adequate numbers of qualified staff and resources to meet the needs of students with special needs	2.1, 2.4, 3.3, 6.1, 7.1, 9.1, 9.3, 10.4	I-1a, I-1d, II-1, II-2, V-1, VII-1, VII-3, VIII-2	
6. Monitor and review all special needs program components on an ongoing basis	3.1, 4.3, 6.2, 9.3, 10.4	I-1d, VI-5, VII-1	
7. Maintain and provide security for records	8.4, 9.3		

Appendix A

Requirements and Procedures for Teacher Certification in Missouri	Issued	Revised	Page 1 of 3
	Office of Teacher Certification		
	Subject Certification for Missouri Supervisor of Adult Vocational Education Programs		

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

REQUIREMENTS FOR
ADULT VOCATIONAL EDUCATION SUPERVISOR CERTIFICATE

1. **Professional Certificate I (PC I).**[1] An adult vocational education supervisor certificate, valid for a period of three years from the effective date on the certificate, will be issued to those persons meeting the following requirements:

   A. A minimum of two years of full-time work experience other than teaching.

   B. Completion of a minimum of a bachelor's degree from an accredited institution.

   C. For advancement to the Professional Certificate II (PC II), persons must complete the Individual Professional Development Plan (IPDP), which was submitted to their immediate supervisor and then to the Department of Elementary and Secondary Education for approval. The IPDP will include the following:

      1) Successful completion of the competencies identified for the certificate within the three-year time period.

[1] Individuals pursuing the Adult Vocational Education Supervisor certificate after September 1, 2000, would complete the certification process under these revised certification requirements.

2. **Professional Certificate II (PC II).** The adult vocational education supervisor certificate, valid for a period of seven years, may be renewed (unlimited renewals) by persons completing the Individual Professional Development Plan (IPDP), which was submitted to their immediate supervisor and then to the Department of Elementary and Secondary Education for approval. The IPDP should include at least **three** of the following:

   A. Annual membership in the state and national vocational school administrators' professional organizations, including participation in at least five annual state and/or national meetings of professional adult and/or vocational education organizations.[2]

   B. Participation in workshops and/or seminars on adult or vocational administration, instructional leadership activities, or curriculum development totaling at least 20 clock hours. Credit workshop and seminars counted under item D below cannot be included.

   C. Participation in at least one accreditation-evaluation of schools by the North Central Association or the Missouri Department of Elementary and Secondary Education evaluation teams.

   D. Completion of graduate-level college coursework of at least two semester hours in areas related to adult vocational education.

3. **Continuous Professional Certificate (CPC).** The adult vocational education supervisor certificate will be issued for a period of **10 years** to persons completing the Individual Professional Development Plan, which was submitted to their immediate supervisor and then to the Department of Elementary and Secondary Education for approval. The Individual Professional Development Plan will include all of the following:

   A. Annual membership in the state and national vocational school administrators' professional organizations, including participation in at least eight annual state and/or national meetings of professional adult and/or vocational education organizations.[2]

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[2] For the purpose of this requirement, "annual" membership shall mean each year that the current certificate was valid. The state vocational administrators' organization means the Missouri Council of Vocational Administrators (MCVA). The national vocational administrators' organization means the National Council of Local Administrators (NCLA).

B. Participation in workshops and/or seminars on adult or vocational administration, instructional leadership activities, or curriculum development totaling at least 30 clock hours. Credit workshop and seminars counted under item D below cannot be included.

C. Participation in at least one accreditation-evaluation of schools by the North Central Association or the Missouri Department of Elementary and Secondary Education evaluation teams.

D. Completion of an advanced degree.

4. **Renewal of Continuous Professional Certificate (CPC).** The adult vocational education supervisor certificate will be issued for a period of **10 years** to persons completing the Individual Professional Development Plan (IPDC), which was submitted to their immediate supervisor and then to the Department of Elementary and Secondary Education for approval. The Individual Professional Development Plan will include all of the following:

A. Annual membership in the state and national vocational school administrators professional organizations, including participation in at least eight annual state and/or national meetings of professional adult and/or vocational education organizations.[2]

B. Participation in workshops and/or seminars on adult or vocational administration, instructional leadership activities, or curriculum development totaling at least 30 clock hours.

C. Participation in at least one accreditation-evaluation of schools by the North Central Association or the Missouri Department of Elementary and Secondary Education evaluation teams.

Appendix B

MISSOURI STANDARDS FOR TEACHER EDUCATION PROGRAMS (MOSTEP)

STANDARD #1: The entry-level teacher *understands the* central concepts, tools of inquiry, and structures of the *discipline(s)* within the context of a global society *and creates learning experiences* that make these aspects of subject matter meaningful for students.

Performance Indicators:

The entry-level teacher:

1.1 knows the discipline;

1.2 presents the subject matter in multiple ways;

1.3 uses students' prior knowledge;

1.4 engages students in the methods of inquiry used in the discipline;

1.5 creates interdisciplinary learning.

STANDARD #2: The entry-level teacher *understands how students learn and develop,* and provides learning opportunities that support the intellectual, social, and personal development of all students.

Performance Indicators:

The entry-level teacher:

2.1 knows and identifies child/adolescent development;

2.2 strengthens prior knowledge with new ideas;

2.3 encourages student responsibility;

2.4 knows theories of learning.

STANDARD #3: The entry-level teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to *diverse learners.*

Performance Indicators:

The entry-level teacher:

3.1 identifies prior experience, learning styles, strengths and needs;

3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths and needs;

3.3 knows when and how to access specialized services to meet students' needs;

3.4 connects instruction to students' prior experiences and family, culture, and community.

STANDARD #4: The entry-level teacher recognizes the importance of *long-range planning and curriculum development* and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

Performance Indicators:

The entry-level teacher:

4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g., encourages exploration and problem solving, building new skills from those previously acquired);

4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance;

4.3 evaluates plans relative to long- and short-term goals and adjusts them to meet student needs and to enhance learning.

STANDARD #5: The entry-level teacher uses a variety of instructional strategies to encourage students' development of *critical thinking, problem solving, and performance skills.*

Performance Indicators:

The entry-level teacher:

5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs;

5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.

STANDARD #6: The entry-level teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages *positive social interaction, active engagement in learning, and self-motivation.*

Performance Indicators:

The entry-level teacher:

6.1 knows motivation theories and behavior management strategies and techniques;

6.2 manages time, space, transitions, and activities effectively;

6.3 engages students in decision making.

STANDARD #7: The entry-level teacher models effective verbal, nonverbal, and media *communication techniques* to foster active inquiry, collaboration, and supportive interaction in the classroom.

Performance Indicators:

The entry-level teacher:

7.1 models effective verbal/non-verbal communication skills;

7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communication;

7.3 supports and expands learner expression in speaking, writing, listening, and other media;

7.4 uses a variety of media communication tools

STANDARD #8: The entry-level teacher understands and uses formal and informal *assessment strategies* to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Performance Indicators:

The entry-level teacher:

8.1 employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies;

8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning;

8.3 evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work;

8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

STANDARD #9: The entry-level teacher is a reflective practitioner who *continually assesses the effects of choice and action on others*. This reflective practitioner actively seeks out *opportunities to grow professionally* and utilize the assessment and professional growth to generate more learning for more students.

Performance Indicators:

The entry-level teacher:

9.1 applies a variety of self-assessment and problem-solving strategies for reflecting on practice, its influences on students' growth and learning, and the complex interactions between them;

9.2 uses resources available for professional development;

9.3 practices the professions' ethical standards.

STANDARD #10: The entry-level teacher *fosters relationships* with school colleagues, parents and educational partners *in the larger community* to support student learning and well-being.

Performance Indicators:

The entry-level teacher:

10.1 participates in collegial activities designed to make the entire school a productive learning environment;

10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems;

10.3 seeks opportunities to develop relationship with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being;

10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential.

Appendix C

DESE 1998-2001 STRATEGIC PLAN
ISSUES AND GOALS

Issue I: High academic performance for all students

Goal 1: Improve academic performance of all students.

Suggested strategies or objectives:

a. *Close the student achievement gap between diverse groups by improving the success of lower-achieving groups.*
b. *Create incentives for students to do their best in school and on state assessments.*
c. *Encourage the public schools to increase time devoted to learning.*
d. *Ensure that all students have an equitable opportunity to learn and equitable access to the educational resources necessary to succeed, regardless of their location, economic status, race, ethnicity, gender, or special needs. Strategy: Sustain an equitable finance system for schools.*

Goal 2: Increase the percentage of students who graduate from high school.

Goal 3: Ensure students are prepared for the transition to careers and post-secondary education.

Suggested strategies or objectives:

a. *Integrate high academic performance in all subjects with preparation for work and post-secondary education.*
b. *Implement a "K-16 initiative" to improve students' successful transition from high school to post-secondary education.*

Goal 4: Engage families as active partners in their children's education.

Issue II: The availability of well-qualified school personnel

Goal 1: Recruit, prepare, and maintain a well-qualified and diverse labor force for our public schools.

Goal 2: Improve the connection between teacher preparation and advancement and the academic performance standards.

Goal 3: Assist the Regional Professional Development Centers to ensure they are providing quality professional development opportunities that meet both local and state needs.

Issue III: Integration of educational improvement within the Caring Communities process

Goal 1: Improve academic performance of children in Caring Communities sites.

Goal 2: Build the capacity of educators and Caring Communities service providers to integrate educational improvement efforts with Caring Communities.

Goal 3: Work with other agencies and the private sector to increase efficiency and customer service to Caring Communities.

Goal 4: Enhance self-sufficiency of parents and communities through interdepartmental and local efforts.

Issue IV: Informed public support for education

Goal 1: Build and maintain support for the Show-Me Standards and Missouri Assessment Program by listening and providing information to stakeholders.

Goal 2: Build and maintain support for the A+ Schools program.

Goal 3: Build and maintain support for educator development by listening and providing information to stakeholders.

Goal 4: Build and maintain support for Caring Communities by listening and providing information to stakeholders.

Goal 5: Communicate with Missourians about critical issues and trends in public education.

Issue V: Effective use of technology by the entire school community for personal, academic, and occupational purposes

Goal 1: Increase student, teacher, and school administrator access and utilization of technology, including assistive technology.

Issue VI: Effective and efficient Department management and operation

Goal 1: Increase the Department's technological capacity to better meet the needs of internal and external customers.

Goal 2: Improve employee capacities by strengthening internal communication and encouraging personal and professional growth.

Goal 3: Promote diversity in the Department's workforce.

Goal 4: Increase coordination and productivity of Department operations to ensure internal and external customers receive efficient, effective service.

Goal 5: Improve the Department's system for collecting and using data to make decisions about operations and customer service.

Issue VII: Preparation, employability, productivity and support services for the work force

Goal 1: Use Department resources effectively to prepare youth and adults for the work force.

Goal 2: Sustain current funding and continue to implement the A+ Schools program.

Goal 3: Work with other state agencies and the private sector to ensure that graduates are prepared for work and post-secondary education by expanding career awareness, exploration, and preparation.

Goal 4: Use Department resources effectively to support welfare reform initiatives.

Issue VIII: Access to employment and independence for persons with disability

Goal 1: Place an increased percentage of persons with disabilities exiting Department programs into employment.

Goal 2: Ensure that students with disabilities have access to individualized transition services resulting in employment and independence.

Goal 3: Enable persons with severe disabilities to live independently and work in their communities.

Issue IX: Early care and education and parent support services

Goal 1: Ensure that all young children have access to high-quality care and education services.

Goal 2: Work with other agencies to develop a system of training that promotes effective child care and education.

Goal 3: Expand and improve support services for parents of young children.

Suggested strategies or objectives:

a. *Explore expansion and enhancement of the Early Childhood Development Program, including Parents as Teachers.*
b. *Increase assistance available to teen parents.*

Appendix D

INTERSTATE SCHOOL LEADERS LICENSURE CONSORTIUM (ISLLC) STANDARDS

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Knowledge

The administrator has knowledge and understanding of:

1.1: learning goals in a pluralistic society
1.2: the principles of developing and implementing strategic plans
1.3: systems theory
1.4: information sources, data collection, and data analysis strategies
1.5: effective communication
1.6: effective consensus-building and negotiation skills

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge

The administrator has knowledge and understanding of:

2.1: student growth and development
2.2: applied learning theories
2.3: applied motivational theories
2.4: curriculum design, implementation, evaluation, and refinement
2.5: principles of effective instruction
2.6: measurement, evaluation, and assessment strategies
2.7: diversity and its meaning for educational programs
2.8: adult learning and professional development models
2.9: the change process for systems, organizations, and individuals
2.10: the role of technology in promoting student learning and professional growth
2.11: school cultures

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Knowledge

The administrator has knowledge and understanding of:

3.1: theories and models of organizations and the principles of organizational development
3.2: operational procedures at the school and district level
3.3: principles and issues relating to school safety and security
3.4: human resources management and development
3.5: principles and issues relating to fiscal operations of school management
3.6: principles and issues relating to school facilities and use of space
3.7: legal issues impacting school operations
3.8: current technologies that support management functions

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge

The administrator has knowledge and understanding of:

4.1: emerging issues and trends that potentially impact the school community
4.2: the conditions and dynamics of the diverse school community
4.3: community resources
4.4: community relations and marketing strategies and processes
4.5: successful models of school, family, business, community, government and higher education partnerships

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Knowledge

The administrator has knowledge and understanding of:

5.1: the purpose of education and the role of leadership in modern society
5.2: various ethical frameworks and perspectives on ethics
5.3: the values of the diverse school community
5.4: professional codes of ethics
5.5: the philosophy and history of education

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge

The administrator has knowledge and understanding of:

6.1: principles of representative governance that undergird the system of American schools

6.2: the role of public education in developing and renewing a democratic society and an economically productive nation

6.3: the law as related to education and schooling

6.4: the political, social, cultural, and economic systems and processes that impact schools

6.5: models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling

6.6: global issues and forces affecting teaching and learning

6.7: the dynamics of policy development and advocacy under our democratic political system

6.8: the importance of diversity and equity in a democratic society

Appendix E

DACUM RESEARCH CHART FOR ADULT VOCATIONAL ADMINISTRATOR (AVA) FOR POSTSECONDARY ADULT VOCATIONAL EDUCATION

Source: Center on Education and Training for Employment, *DACUM Research Chart for Adult and Vocational Administrator Produced for Postsecondary Adult Vocational Education*, (Columbus, Ohio: Center on Education and Training for Employment, The Ohio State University) Copyright 1995. Used with permission.

A. Perform Administrative Duties

1. Communicate with immediate supervisor
2. Implement board policy
3. Participate in meetings
4. Prepare/submit grants for funding
5. Monitor legislative issues
6. Participate in collective bargaining
7. Evaluate delivery systems

B. Manage Program Operations

1. Conduct community needs assessments
2. Conduct training needs assessments with business and industry
3. Organize advisory committees
4. Consult with advisory committee members
5. Develop/maintain curriculum/course of study
6. Maintain program certification/accreditation
7. Develop course budget(s)
8. Network with external agencies/business and industry
9. Negotiate training contracts
10. Coordinate with secondary school operations
11. Organize clinical/internship(s) opportunities
12. Procure textbooks/supplies/tools for classroom operation
13. Coordinate scheduling or programs
14. Develop/update student handbook
15. Develop/update instructor handbook
16. Integrate employability skills into curricula
17. Integrate applied academics into curricula
18. Maintain student registration process
19. Participate in adult program review process
20. Maintain program records
21. Oversee Apprenticeship Training Program
22. Analyze program competition (e.g., other providers)

C. Coordinate Marketing Promotions

1. Develop annual internal/external marketing plan
2. Develop marketing budget
3. Determine media mix
4. Arrange for student recruitment activities
5. Develop flyers to promote programs
6. Develop catalogs to promote programs
7. Develop brochures to promote programs
8. Establish distribution system for marketing materials
9. Purchase specialty advertisement items
10. Arrange speakers for presentations
11. Organize open-house facility tours
12. Provide information for media representatives
13. Initiate public service announcements
14. Submit articles for newsletters
15. Coordinate publishing of newsletters
16. Oversee participation of job fairs/trade shows

D. Manage Personnel

1. Maintain current job descriptions
2. Recommend hiring of staff/faculty
3. Assist with staff/faculty certification

4. Develop master schedule for staff/faculty
5. Arrange/conduct staff/faculty orientation
6. Conduct staff/faculty meetings
7. Evaluate staff/faculty performance
8. Maintain personnel records
9. Interact with staff/faculty
10. Arrange for staff/faculty substitutes
11. Approve staff/faculty leave
12. Recommend termination/non-renewal of staff/faculty

E. Maintain Financial Operations

1. Develop adult program budget(s)
2. Seek program funding sources
3. Process requisitions
4. Submit billing invoices to student/agency/company
5. Maintain financial records
6. Prepare/submit financial reports (e.g., state, local, federal)
7. Cooperate with Fiscal Budget office in accordance with regulations
8. Oversee fund allocations (e.g., collection, recording, deposit)
9. Monitor adult program budget(s)
10. Authorize payments for purchases
11. Participate in auditing process
12. Monitor funding regulations
13. Approve/submit payroll documents

F. Coordinate Student Services

1. Provide counseling services
2. Provide student assessment services
3. Maintain student eligibility process
4. Provide (each student) Individual Career Plan (ICP)
5. Provide financial aid assistance
6. Assist students to overcome educational barriers (e.g., child-care, health care, transportation)
7. Provide (access to) remedial academic services
8. Provide for student orientation(s)
9. Respond to student issues
10. Maintain student retention activities
11. Maintain student attendance records
12. Maintain student academic records
13. Provide services for special populations
14. Provide recognition/graduation activities
15. Provide career passports
16. Direct job placement activities

G. Coordinate Facilities

1. Schedule building utilization
2. Procure new space(s)
3. Arrange for room set-up(s)
4. Procure supplies and equipment
5. Coordinate media/equipment utilization
6. Coordinate custodial/maintenance activities of campus
7. Arrange campus security
8. Provide vending machine services
9. Arrange for equipment repair

H. Provide Professional Development

1. Facilitate completion of Individual Professional Development Plans
2. Develop (on-going) inservice schedule
3. Participate in professional meetings
4. Provide professional development activities for staff/faculty
5. Arrange CEU credit for meetings
6. Encourage membership in professional organizations
7. Encourage participation in community activities
8. Encourage professional skills/ knowledge update of staff/faculty

Appendix F

ADMINISTRATOR COMPETENCY STUDY (ACS): A NATIONAL IDENTIFICATION AND CERTIFICATION OF THE COMPETENCIES IMPORTANT TO SECONDARY AND POSTSECONDARY ADMINISTRATORS OF VOCATIONAL AND TECHNICAL EDUCATION

Source: Robert E. Norton and Lois G. Harrington, *Administrator Competency Study: A National Identification and Verification of the Competencies Important to Secondary and Postsecondary Administrators of Vocational and Technical Education*, (Columbus, OH: Center on Education and Training for Employment [formerly NCRVE], The Ohio State University) Copyright 1987. Used with permission.

A. Program Planning and Development, Evaluation, and Improvement

1. Conduct occupational training program needs assessment
2. Identify labor market needs
3. Survey student interests
4. Identify current and potential labor market supply
5. Determine program feasibility
6. Utilize advisory committees
7. Utilize general advisory council
8. Establish program goals and objectives
9. Develop program curriculum outline
10. Review licensure, accreditation, and certification requirements
11. Determine facility, supply, and equipment needs
12. Determine personnel needs
13. Establish program budget
14. Prepare program proposal
15. Secure external and internal program approvals
16. Establish linkages with other service deliverers
17. Develop a program evaluation plan
18. Establish criteria for program evaluation
19. Analyze student enrollment and follow-up data
20. Determine program cost and effectiveness
21. Interpret and use research results for program development and improvement
22. Develop program modification plan based on evaluation data
23. Design and/or participate in institutional research studies
24. Prepare annual program plan
25. Develop long-range plan (e.g., program, facilities, and equipment)
26. Recommend program policies to the administration and board
27. Implement local board and administrative policies

B. Curriculum and Instructional Management

1. Establish curriculum development and review procedures
2. Comply with legal requirements and regulations
3. Identify student competencies through job/occupational analysis

4. Verify (validate) occupational tasks locally
5. Conduct task analysis as basis for curriculum development
6. Search for and procure existing vocational-technical curriculum
7. Adopt, adapt, or develop vocational-technical curriculum
8. Determine program course sequence
9. Determine related academic requirements
10. Coordinate identification of support course content
11. Encourage development of integrated academic and vocational instruction
12. Identify program articulation options
13. Establish program admission requirements
14. Determine student progress reporting system
15. Establish instructor qualifications
16. Determine instructional delivery methods
17. Facilitate selection of instructional techniques
18. Seek instructional assistance from business and industry
19. Contract for training with private and public sectors when appropriate
20. Evaluate curriculum and instructional management function

C. Student Services

1. Recruit and select students
2. Develop or assist in development of student handbook
3. Comply with applicable federal and state statutes and regulations regarding students
4. Develop and maintain student record-keeping systems
5. Provide for student assessment services
6. Provide guidance and counseling services
7. Coordinate financial aid and scholarships
8. Provide for student health services
9. Provide for library and media services
10. Provide support services for special populations
11. Provide for cooperative work experience
12. provide for student government activities
13. Provide for extracurricular activities
14. Provide for vocational student organizations (VSO)
15. Provide for student discipline
16. Provide for student safety
17. Develop or assist with master schedule of classes
18. Schedule or assist with scheduling of students in classes
19. Provide for job and educational transfer placements
20. Provide directory of external referral agencies
21. Coordinate student and employer follow-up studies
22. Provide for crisis intervention
23. Evaluate student services program

D. Personnel Management

1. Establish and maintain personnel management policies and procedures
2. Comply with applicable state and federal statutes
3. Develop personnel policies handbook(s)
4. Recommend organizational structure
5. Develop job descriptions
6. Recruit part-time and full-time personnel
7. Screen and interview applicants
8. Select and recommend personnel for employment
9. Arrange for substitute personnel
10. Negotiate employment contracts
11. Manage employment contracts
12. Supervise faculty and staff
13. Establish and maintain open communications with personnel
14. Orient new personnel to institutional policies and procedures
15. Evaluate faculty and staff performance
16. Recognize exemplary personnel performance
17. Utilize due process for making personnel adjustments
18. Evaluate personnel management functions

E. Business and Financial Management

1. Develop procedures for business and financial management
2. Comply with legal requirements for purchasing and disposal
3. Comply with legal requirements for auditing and reporting
4. Interpret and apply federal and state aid funding formulas
5. Develop operational budgets
6. Develop capital budgets
7. Prepare bid specifications (e.g., services, supplies, and equipment)
8. Provide for risk management
9. Monitor program-generated revenues
10. Manage financial contracts and agreements
11. Monitor financial expenditures
12. Manage restricted accounts
13. Provide for student transportation
14. Provide and monitor student lunch program
15. Invest funds as appropriate
16. Borrow funds as needed
17. Modify budgets as needed
18. Prepare financial reimbursement documents
19. Evaluate business and financial functions

F. Facilities and Equipment Management

1. Establish programs and policies for facility and equipment use
2. Comply with health and safety requirements
3. Interpret and apply requirements for construction of new facilities
4. Provide facility design/renovation specifications
5. Establish procedure for seeking and accepting donated equipment and supplies
6. Maintain capital equipment inventory
7. Establish equipment replacement schedule
8. Provide for equipment maintenance
9. Provide for equipment repair
10. Provide for facility repair
11. Provide for facility and equipment security
12. Provide for energy management
13. Provide access for the handicapped
14. Arrange for rental of equipment and facilities
15. Evaluate the facilities and equipment management function

G. Professional and Staff Development

1. Survey inservice training needs of staff
2. Comply with state and local requirements regarding professional development
3. Develop individual personnel development plans for staff
4. Provide in-house professional staff development
5. Facilitate staff participation in state department, college, university, and other training programs
6. Facilitate technical inservice training of instructors
7. Utilize industry/business training programs to provide technical update to instructors
8. Arrange for faculty return-to-industry experience
9. Utilize assistance from government, military, and labor to provide technical update
10. Encourage participation in professional organizations and conferences
11. Arrange for staff participation and accreditation visits
12. Arrange for staff participation in sabbaticals
13. Develop management potential of personnel
14. Develop personal plan for professional development of one's self
15. Participate in professional meetings and programs for self-development
16. Participate in professional organizations
17. Evaluate effectiveness of staff development program

H. Resource Development (Financial and Other)

1. Establish procedures for resource development
2. Establish procedures for resource management
3. Identify total resources needed

4. Identify available resources (e.g., financial and other)
5. Correlate resource acquisition with program plan
6. Secure appropriate approval for submission of proposals and applications
7. Prepare resource applications
8. Prepare resource proposals (e.g., research, pilot, and demonstration programs)
9. Negotiate contracts and agreements for resources/services
10. Develop partnerships with business, industry, and labor
11. Secure approval from appropriating authority for millage or levy campaign
12. Comply with funding sources reporting requirements
13. Maintain resource development records
14. Maintain resource development database
15. Lobby for financial resources and legislation
16. Determine alternatives for continuing funded projects
17. Evaluate resource development function

I. Marketing Vocational-Technical Education

1. Develop marketing guidelines
2. Develop a marketing plan
3. Develop printed promotional materials (e.g., brochures, newsletters, press releases)
4. Develop audiovisual promotional materials (e.g., slides, tapes, and videos)
5. Develop specialized promotional materials (e.g., bumper stickers, pens, key chains, billboards)
6. Seek opportunities to make public presentations
7. Establish and/or participate in special events (e.g., open houses, mall shows, fairs)
8. Identify target groups for marketing approach (e.g., students, counselors, parents, advisory groups)
9. Develop a marketing dissemination plan
10. Utilize professional consultant services
11. Arrange for the development of professional-quality promotional materials
12. Participate actively in Vocational Education and American Education Weeks
13. Coordinate promotional activities with other educational agencies
14. Seek promotional assistance from others (e.g., financial assistance, chamber of commerce)
15. Determine effectiveness of marketing plan

J. Public Relations

1. Seek out and make use of all opportunities to create a positive image for vocational education
2. Comply with Freedom of Information and Privacy Acts
3. Maintain attractive physical appearance of facilities
4. Establish and maintain positive personal relationships
5. Participate in civic and professional groups
6. Provide inservice training for faculty and staff for public relation programs

7. Encourage faculty and staff to participate in professional and civic groups
8. Encourage students to provide community services
9. Establish a speakers bureau
10. Establish procedures for press releases
11. Cultivate positive relationships with other educational agencies
12. Serve on internal/external boards, counsels, and committees
13. Identify and work with community opinion leaders
14. Give public recognition to student and staff achievements
15. Give public recognition to supporters of vocational education

K. Economic Development

1. Develop a comprehensive plan for the delivery of economic development services
2. Develop an organizational structure for providing economic development services
3. Secure funds for economic development activities
4. Apply appropriate marketing strategies for economic development
5. Provide inservice training for staff on economic development
6. Produce descriptive materials describing economic development capabilities
7. Establish linkages/partnerships with business, industry, labor, government, and the military
8. Establish linkages with other economic development agency providers
9. Conduct on-site needs assessment for specific industries
10. Conduct job and task analysis as basis for training programs
11. Provide technical assistance to industry
12. Provide customized training
13. Provide technology transfer services
14. Initiate seminars, workshops, and courses for entrepreneurs
15. Establish small business incubator program
16. Supplement economic development agency services

L. Program Articulation

1. Determine need for and benefits of program articulation
2. Develop plan and procedures for articulation
3. Involve other agencies for articulation purposes
4. Establish inner-agency articulation committee
5. Develop articulation agreements
6. Maintain and renew articulation agreements
7. Encourage coordinated planning to avoid duplication of effort
8. Establish procedures for granting credit or waiver of requirements

M. Leadership for Special Needs

1. Establish internal and external public relations efforts to develop positive attitudes toward the vocational special needs program and students
2. Promote open communications and team work between coordinators, counselors, faculty, staff, and parents providing the components of student IEPs
3. Ensure that facility is barrier free
4. Provide resources for appropriate curriculum and equipment modification to meet the special needs of students
5. Assign adequate numbers of qualified staff and resources to meet the needs of students with special needs
6. Monitor and review all special needs program components on an ongoing basis
7. Maintain and provide security for records

Appendix G

PROCESS CHART FOR ADULT VOCATIONAL EDUCATION SUPERVISOR CERTIFICATION AND STANDARDS REVISIONS

Year	Activity
1996	Establishment of MCVA Certification Revision Ad Hoc Committee. Representing MCVA: Steve Bryant, Karla Gregg, Harold Tilley, Paula Hartsfield, Quentin Combs, Rodger Brewen, Charles Houseworth, Don Bristow, Arden Boyer Stephens, Muriel Zimmerman. Representing DESE: Russell McCampbell, and Robert Robison.
	Developed a survey, utilizing national competencies, to identify state certification competencies
	Disseminated surveys to stakeholders
1997	Tabulated survey responses
	Developed certification competency list from survey results
	Reviewed and revised certification requirements
	Approval of certification competencies at MVA Summer Conference
	Approval of certification requirements at MVA Summer Conference
	Developed state and national standards crosswalks to competency list
1998	Developed MACCE application materials
	Charged by MCVA membership to revise certification requirements to align with PC-I, PC-II, and CPC certification levels before submitting to MACCE for approval
	Conducted regional meetings with committee members to: 1) review crosswalks and 2) develop a survey to align certification requirements. Members participating: Steve Bryant, Karla Gregg, Harold Tilley, Paula Hartsfield, Quentin Combs, Rodger Brewen, Charles Houseworth, Arden Boyer Stephens, Muriel Zimmerman
	Developed and disseminated survey to align certification requirements with PC-I, PC-II, and CPC certification levels
	Tabulated survey responses
	Developed and revised certification requirements to align with PC-I, PC-II, and CPC certification levels
	Delivered certification materials to Division of Vocational and Adult Education and Teacher Certification Section, DESE, for approval
	Approval of revised certification requirements at MVA Summer Conference
	Prepared copies of Request for Certification and Standards Revisions materials for MACCE
	August: Request for Certification and Standards Revisions presented to MACCE
	October: Provided stakeholder information to MACCE, responded to questions Request approved by MACCE with minor revisions.

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Appendix H

SCHOOLS RECEIVING AND RESPONDING TO SURVEY TO DETERMINE CERTIFICATION COMPETENCIES FOR ADULT VOCATIONAL EDUCATION SUPERVISOR

63 Percent Response Rate

Cape Girardeau AVTS
Carrollton AVTS
Carthage Technical Center
Cass Career Center
Clinton AVTS
Current River AVTS
Dallas County AVTS
East Central College
Excelsior Springs Area Career Center
Fort Osage AVTS
Gibson Technical Center
Graff Career Center
Grand River ATS
Hart (Davis H.) Mexico AVTS
Herndon (Joe) Technical School
Hillyard (N.S.) AVTS
Jefferson College
Kennett AVTS
Kirksville Area Technical Center
Laclede AVTS
Lake AVTS
Lamar AVTS
Lex La-Ray Technical Center
Macon AVTS
Metropolitan Community Colleges
Moberly AVTS
Nevada Regional Technical Center
New Madrid County AVTS
Nichols Career Center
North Central AVTS
North Central Missouri College
Northwest Technical School
Penn Valley Community College
Perryville Area Career & Technology Center
Pike/Lincoln Technical Center
Poplar Bluff Technical Career Center
Rolla Technical Institute
Saline County Career Center
South Central AVTS
Southwest Area Career Center
Special School District, Pemiscot County
St. Louis Community Colleges
State Fair AVTS
Tri-County Technical School
UniTec Career Center
Warrensburg AVTS
Waynesville Technical Academy

Appendix I

SCHOOLS RECEIVING AND RESPONDING TO SURVEY TO DETERMINE CERTIFICATION REQUIREMENTS FOR ADULT VOCATIONAL EDUCATOR SUPERVISOR ALIGNING TO PC-I, PC-II, AND CPC

77 Percent Response Rate

Boonslick AVTS
Brookfield Area Career Center
Cape Girardeau AVTS
Cass Career Center
Clinton AVTS
Columbia Area Career Center
Excelsior Springs Area Career Center
Franklin Technology Center
Four Rivers AVTS
Gibson Technical Center
Graff Career Center
Grand River ATS
Hart (Davis H.) Mexico AVTS
Hillyard (N.S.) AVTS
Kirksville Area Technical Center
Laclede AVTS
Lake AVTS
Lewis and Clark Career Center
Lex La-Ray Technical Center
Linn State Technical College
Macon AVTS
Moberly AVTS
Nevada Regional Technical Center
Northland Career Center
Penn Valley Community College
Perryville Area Career & Technology Center
Pike/Lincoln Technical Center
Rolla Technical Institute
Saline County Career Center
South County Technical School
Southwest Area Career Center
St. Louis Community Colleges
Sikeston Area Vocational School
Tri-County Technical School
UniTec Career Center
University of Missouri-Columbia
Warrensburg AVTS

Appendix J

VOCATIONAL CERTIFICATION REVISION COMMITTEE

Missouri Council of Vocational Administrators Ad Hoc Committee

Mr. Steve Bryant, Committee Chair
Vocational Director
South Central Area Vocational Technical School

Mr. Harold Tilley
Vocational Director
Cape Girardeau Area Vocational Technical School

Mr. Rodger Brewen
Vocational Director
Boonslick Area Vocational Technical School

Dr. Don Bristow
Vocational Director
Columbia Area Career Center

Dr. Arden Boyer Stephens
Vocational Resource Educator
Columbia Area Career Center

Ms. Karla Gregg
New Perspectives
Graff Career Center at Ozark Technical College

Dr. Paula Hartsfield
A+ Schools Coordinator
Jefferson City Schools

Mr. Charles Houseworth
Vocational Director
Lex La-Ray Technical Center

Ms. Muriel Zimmerman
Community Education Coordinator
Northwest Technical School

Mr. Quentin Combs
Vocational Director
Warrensburg Area Vocational Technical School

Missouri Department of Elementary and Secondary Education

Division of Vocational and Adult Education

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